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ABSTRACT

This resource guide outlines 18 service-learning projects throughout the United States focused on middle schools. Listed, in each case, are the project's description, sponsoring organization, the objectives, the project's framework, training information, materials, and ordering information. (BT)

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Service-Learning as an Integrated Experience in Middle School Education:
An Introduction to Resources and Information

by
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SO 030 863

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MIDDLE SCHOOL RESOURCE ORGANIZATIONS & MATERIALS 1995

CLOSE UP FOUNDATION
Active Citizenship Today

Close Up Foundation, Alexandria, VA
Donna Power

Active Citizenship Today (ACT) is a service-learning project for middle and high school social studies students. In ACT students explore their community, identify problems and resources, examine public policy, explore their options, and take action on a community problem. The ACT Teacher's Handbook features interactive lessons and tips on implementing service-learning in both classroom and community. The ACT Field Guide offers students a practical resource for tackling community problems.

ACT is jointly planned and implemented by Close Up Foundation and the Constitutional Rights Foundation, and is funded by the DeWitt Wallace-Reader's Digest Fund.

ACT differs from most service-learning programs because it emphasizes school-based service-learning; that is, it ties service-learning directly into what you already teach in your social studies classroom, whether it is in a class on government, economics, sociology, or an interdisciplinary topic. Your class's service-learning project will be driven by your academic objectives, and student action will be a direct result of classroom study. In other words, ACT can help you infuse citizenship education and "learning by doing" into many different course curricula.

OBJECTIVES:
Through participation in Active Citizenship Today (ACT) students will:
- Learn about their community and the people, processes, and institutions that are most effective in improving community conditions;
- Develop the social, political and analytical skills necessary to effectively participate in the policy-making process at any level of political and community life; and
- Foster within themselves and among their peers attitudes regarding the value of lifelong service for the common good.

FRAMEWORK:
Students will:
- Δ Defining and Assessing the Community - Students get a big picture of their community as they begin to answer the question, "What is your community?"
- Δ Choosing and Researching a Problem - Students research and investigate community problems as they answer the question, "What's the problem?"
- Δ Examining Policy - Students are introduced to the real world of power, politics, and policy as they answer the questions: "What is policy?", "Who makes policy?" and "Do the policies work?"

Exploring Options - Students consider a variety of actions to take ways to gain support for selected projects as they answer the question, "What can we do?"
Taking Action - Students select a project and develop and implement a plan as they answer the question, "What will we do?"

TRAINING: Information available upon request.

MATERIALS:

Active Citizenship Today: A Handbook for Middle School Teachers, $17.95.
Features interactive lessons and tips on implementing service-learning in both classroom and community.

Active Citizenship Today: Field Guide, Making It Happen, $11.95.
Offers students a practical resource for tackling community problems. Cost includes one book, or you may purchase ten for $100. For an order of thirty (30) or more, you will receive a free teachers guide.

TRAINING & ORDERING INFORMATION:

CloseUp Foundation, Donna Power, ACT Project Director, 44 Canal Center Plaza, Alexandria, VA 22314. Tele: 703/706-3640. Fax 703/706-0001 —or— Constitutional Rights Foundation, Susan Philips, ACT Project Director, 601 S. Kingsley, Los Angeles, CA 90005. Tele: 213/487-5590. Fax: 213/386-0459.

CIVIC ACHIEVEMENT AWARD PROGRAM

Close Up Foundation, Alexandria, VA
Dawn Bova

OBJECTIVES:

The Civic Achievement Award Program (CAAP) is an interdisciplinary program designed to help fifth-through eighth -grade students understand how facts drawn from history, government, geography, economics, culture, and current events relate to 'and instruct competent citizen behavior. CAAP has three components: Learning Project (knowledge acquisition); Research Project (skill development); and Civic Project (community involvement).

FRAMEWORK:

CAAP is presented to students in a 168-page student resource book that has four main sections:

- Δ Timeline - The timeline is a chronological account of United States history that includes short factual entries in four categories: History, government, economy, and culture. Also included are geography charts and historical summaries. The timeline serves as a database for CAAP.
- Δ Learning Project - The Learning Project provides students with a common body of knowledge relating to United States history, government, economy, culture, and current events. To complete the Learning Project, students work with information on the CAAP Timeline, read essays, and complete study sheets.
- Δ Research Project - The Research Project teaches students how to find and analyze information and communi--cate it to others—skills that are necessary for responsible participation in a democracy. Students gather and process information, using various resource tools, and report their findings.
- Δ Civic Project - The Civic Project encourages students to become informed, and to develop opinions about civic issues. Students choose an issue, study it carefully, identify possible solutions to address it, assess the advantages and disadvantages of the solutions, select a preferred solution, and present their opinions and solution publicly. Most students, with the support of their teacher, engage in civic action to help carry out their solution.

EXEMPLARY PROGRAMS:

- **David Evans, Arthur Rann Middle School, 8th Ave, Absecon, NJ #609/652-8200,**
- **Alan Haskvitz, Suzanne Middle School, 525 Suzanne Road, Walnut, CA 91789-1938. #909/594-1730. From 8-8:45, and after 2:00.**

MATERIALS:

CAAP send their materials free of charge, however they are no longer printing CAAP. Materials are still available as of 12/94.

ORDERING INFORMATION:

Close Up Foundation, Dawn Bova, 44 Canal Center Plaza, Alexandria, VA 22314.
Tele: 703/706-3512. Fax 703/706-0001.

THE CLOSE UP PROGRAM FOR NEW AMERICANS (CUPNA)

Close Up Foundation, Alexandria, VA
Shohreh Peterson

The Close Up Program for New Americans (CUPNA) is a civic education, experiential learning program for new immigrant high school and middle school students. The program is conducted in three parts. They include local and state government study-visits; a week-long civic educational learning trip to Washington, D.C.; and service-learning projects in the students' own communities. The three components work together to empower students who are new to this country and to give them an understanding of effective citizenship at every level of government and community.

OBJECTIVES:

The objective of the Close Up Program for New Americans (CUPNA) is to promote new immigrant students' involvement in the democratic process through civic, experiential learning activities including community service-learning. Through participation in the CUPNA students will::

- Increase their knowledge and understanding of issues that concern them and their communities;
- Engage in significant, meaningful service-learning activities;
- Develop the socio-political, analytical, and leadership skill necessary for effective participation in the democratic process and their communities;
- Learn through ongoing reflection on the experience of serving others;
- Recognize their value as contributing members to their communities; and
- Experience citizenship in action by recognizing that individuals can make a difference.

FRAMEWORK:

Students will:

Δ Assess the needs of their communities;
Δ Learn about issues surrounding these needs;
Δ Explore government policies on issues and determine their adequacy;
Δ Take effective action to address these needs through meaningful service-learning activities;
Δ Reflect on the service-learning experience on an ongoing basis;
Δ Evaluate their service-learning experience.

EXEMPLARY PROGRAM:

- **Willingboro High School, Dr. John Wasinda, JFK Way, Willingboro, NJ 08046. #609/835-8800.**

Students chose environmental deterioration as an issue of great concern to them. Students familiarized themselves with environmental problems in their community, state, and the planet. They researched and examined the New Jersey government's environmental policies. Based on their research, they chose to conduct service-learning projects which addressed the beach erosion problem in their state. Students have conducted several such service-learning activities including beach cleanups, snow-fencing local beaches and planting dune grass.

ORDERING INFORMATION:

Close Up Foundation, Close Up Program for New Americans, Shohreh Peterson, 44 Canal Center Plaza, Alexandria, VA 22314. Tele: #800/336-5479, ext. 646.

COLORADO SERVICE-LEARNING RESOURCE CENTER

CLRC, Boulder, CO
Elaine Andrus

OBJECTIVES:

The Colorado Service-Learning Resource Center (CLRC) is an information clearinghouse for service-learning

curricula. It is designed to: (1) provide curriculum information on service-learning, and (2) foster collaboration on service-learning among higher education and K-12 institutions and networks within the State of Colorado. The Resource Center is located at the University of Colorado - Boulder and joins the Service-Learning Internet Project , hosted by the Communications for a Sustainable Future (CSF) at CU -Boulder. The Resource Center, funded by a Colorado State Department of Education grant from the Corporation for National Service, will work closely with the Department of Education and Colorado Campus Compact.

MATERIALS:
Through the Colorado Middle Level Interdisciplinary Education Center there have been units of study developed by and available for educators. Because they are donated units, the format and quality of the units vary. The Center makes these units available as a service to middle level educators. The following are a sampling of units available at a small cost:

"Adopt-a-Grandparent", "Adopt-a-Park", "Appreciating the World Around Us", "Chemistry Stations", "Ecology and Culture", "Environmental Sculpture", "Friendship/Developmentally Handicapped", "Hunger Unit", "Heroes and Outlaws", "Our Community", "Peace", "Conscious /Moral Dilemmas", "Save Our Streams", "Self/Values/ Emotions/Society", "Spaceship Earth", "Water: Try Living Without It". A complete list of the 82 middle level interdisciplinary units are available, as well as the costs (they average $1.70 per unit).

Cultivate Positive Cultural Behaviors Through Caring, an Outstanding Citizenship Program: The Q.U.E.S.T. program is an alternative education program offered at Euclid Middle School in Littleton, CO for all ability level of 7th graders. This pamphlet describes that program plus the outstanding citizenship program which is a part of it. $2.00

Growing Together: An Effective Advisory Program: This is an explanation of the advisory program for 6th, 7th, and 8th graders at Whittier Middle School in Norman, OK. A daily program which includes reading, intramurals, guidance and discussion, and projects and activities — all geared to the appropriate grade level $4.00

Combined Studies Guide: Combined Studies is an alternative program of education in English and social studies at Evanston Township High School in Evanston, IL. It is a sequential four-year program (9-12) available to all ability level, teaching a humanities-centered curriculum and emphasizing group interaction and individual initiative and creativity. $1.50

Guide for Writing Interdisciplinary Units: This guide is developed as a resource to teams writing their own interdisciplinary units of study. A sequential process which covers content, skills, teaching strategies, team organization, and evaluation is included. $3.00

ORDERING INFORMATION:
Colorado Service-Learning Resource Center, Carol Reagan or Elaine Andrus, Colorado Department of Education 201 E. Colfax Avenue, Denver, CO 80203. Tele: #303/866-6897.

COMMUNITY SERVICE LEARNING CENTER

CSLC, Springfield, MA
Carol Kinsley

OBJECTIVE:
As one of the National Service-Learning Cooperative Partners, the Community Service-Learning Center provides technical assistance, an annual conference, and resources to New England Region of the United States. In addition, CSLC produces the following resources for middle school service-learning endeavors:

MATERIALS:

"Things That Work in Community Service-Learning, Volume 1" will be available starting January 1995. This compilation of fifteen curriculum units illustrates the many ways in which service-learning can be infused into secondary education. The case studies provide concrete instruction from English, Social Studies, Home Technology, Music, Math, and Psychology teachers who explored intergenerational, homeless, peer tutoring and environmental themes. Each unit outlines the academic connections to service projects and steps for connecting with the community. Part of the proceeds will fund future mini-grants. The cost of this publication is $25, plus $5 shipping and handling. The following examples outline the two of the units:

"Things That Work in Community Service-Learning: An Intergenerational Encounter through Writing Process" by Howard Katzoff, English Middle School Teacher, Chestnut Middle School, Springfield, MA.

Subject Matter: Cooperative writing through writing process
Students: Seventh grade English
Academic Skills: Basic sentence and paragraph construction
Collaborative Skills: Sharing in groups
Students' Task: Read structured answers and structured paragraphs to senior citizens; listen
Seniors' Role: Read structured answers and paragraphs to Scorpions; listen
Time: Six weeks, one hour per week

By engaging in Community Service Learning (CSL) as a method to teach writing process, Mr Katzoff was able to see students, who could not otherwise function in groups, share their writings and listen to the writings of their classmates and elder hosts. To do this, students visited their neighbors at Chestnut Knoll. Mr Katzoff was able to achieve outcomes and goals with the students that he had not been able to accomplish in conventional ways within the classroom walls. Because of their CSL experience, his seventh graders not only learned to express themselves better in writing, but they also learned that they could serve others simply by sharing, listening and asking considerate questions.

Unit Outline: Taking the Time for Community Service, Preparing Each Group, Logistics, The Writing Process, Summary.

"Things That Work in Community Service-Learning: Community Services Teaching Project" by Judy Pond, Middle School English Teacher, Richmond Middle School, Hanover, N.H.

Subject Matter: Helping Agencies in the Community.
Students: Middle or High School; English or Social Studies.
Academic Skills: Real-world research; teaching and presenting.
Collaborative Skills: Planning, decision-making, problem-solving.
Students' Tasks: To prepare, teach, and evaluate a lesson on community service agency.
Time: Half or more of the class time over a four-week period.

By allowing students to experience their own challenges, Ms. Pond was able to develop this unit and prepare materials to create critical-thinkers. Connections to the community acquaint students with people who tackle the problems of our times—alcoholism, teen pregnancy, catastrophic diseases, debilitating conditions, suicide, child abuse, and homelessness. In studying community services, students confront the seriousness of these problems, to be sure; by the focus is on the solutions to them and on the people who find those solutions. The service agencies provide abundant models of generous, intelligent people working hard to make a better world.

Unit Outline: Planning the Unit, Preparation Assignment, Three Lessons, Plans for Further Lessons, Students Plan their Lessons..., Group Evaluation of teaching Project on Community Service Agencies, Individual Evaluations, Evaluation of Another Student's Work, "Thank-You" Letters, Closure.

"Whole Learning Through Service: A Guide for Integrating Service, K-8"
Provides teachers with Community Service Learning experiences that can be used to generate learning in content areas. Based on the experience of five Springfield Public School teachers, the manual shares resources for teaching curriculum that responds to different learning styles. Simply linking service experiences with content provides teachers an opportunity to use their creativity to inspire and motivate students while building a learning community. In essence, as they teach the traditional "reading, 'writing, and 'rithmetic," the manual demonstrates how three other r's — responsibility, relationships, and relevance can be integrated into the educational process.

The service guide provides resources, service recipients, curriculum activities, outgrowth/ culminating activities, reflection, and assessment ideas within each chapter on intergenerational, homeless/hungry, citizenship, community health and safety, and environmental theme projects. Cost for guide is $25. (The Community Service Learning Center distributes the guide for the Springfield Public Schools.)

ORDERING INFORMATION:
The Center for Community and Service Learning, Carol Kinsley, 258 Washington Blvd., Springfield, MA 01108. Tele: #413/734-6857.

CONSTITUTIONAL RIGHTS FOUNDATION (CRF)

City Youth LA: Education & Community Action, A Civic Participation Model for Middle Schools
C.R.F., Los Angeles, CA
Eleanor Kim

CityYouth L.A. is a middle school program that integrates civic education through participation and service into the core curriculum of selected middle schools in the Los Angeles Unified School District. Students learn about their community - its institutions, resources and problems - and apply this knowledge through service. This community service experience reinforces and enhances the civic education taking place in the classroom.

Guided by the theme of "the role of the active individual in society", four teachers who share a common planning period and teach the same 160 students work as a team integrating civic education and participation into core course content. With the social studies forming the foundation, the English, math and science teachers in each school team establish content-related objectives that include opportunities for service and for study of local issues. Students explore the role of the active individual in society by analyzing community needs, then designing and implementing project ideas based upon what they learn. Through these projects, students explore concepts of change, growth, culture, and political and social action—all key elements for an understanding of community

OBJECTIVES:
- Formulate a conception of their own community;
- Take information from interviews and compile character profiles to be displayed - information organization, writing;
- Think about the future in terms of their own lives and the community — issues of education;
- Work in groups to design the perfect school — cooperative learning, planning skills;
- Take part in planning and implementing a project to improve their school — cooperative learning, project planning, action;
- Begin to examine the cause and effect relationships of community elements and issues;
- Work in small groups as a youth task force to evaluate pros and cons of proposals to make school safer — cost/benefit analysis, reading & summarizing;
- Meet with outside resource persons in the field of law enforcement to discuss police/community relations issues and project ideas — project planning;
- Plan a project to combat the crime problem via improving police/community relations — cooperative learning, critical thinking.

FRAMEWORK:
The City Youth Program includes 4 units which are divided into 8 lessons each.
UNIT 1: Lesson 1-Where You Live (LA), Lesson 2-A Day In the Life (SS), Lesson 3-The River (Sci), Lesson 4-The River...pt 2 (Sci), Lesson 5-LA By Number (Mth), Lesson 6-Opening Doors To the Past (SS), Lesson 7-Voices From the Past (LA), Lesson 8-A Living History (SS). **UNIT 2:** Lesson 1-Shaping the Future (LA), Lesson 2-Problems, Percents, and Priorities (Mth), Lesson 3-Food For Thought (Sci), Lesson 4-Education: What's the Problem? (LA), Lesson 5-The Perfect School (SS), Lesson 6-The Perfect School part 2 (SS), Lesson 7-A Perfect School (SS), Lesson 8- City Youth Action Project (open). **UNIT 3:** Lesson 1-Change Is Possible (LA), Lesson 2-Planning for Change (Sci), Lesson 3-Let's Do It! (Sci), Lesson 4-Safe Cities—Safer Schools (SS), Lesson 5-The Cost of Change (Mth), Lesson 6-Safe Cities—Safer Schools: The Task Force Decides (SS), Lesson 7-Police & Community Relations: Checking With the Experts (SS), Lesson 8-Police & Communities: Working Towards Solutions. **UNIT 4** is pending.

MATERIALS:
The City Youth Program will be ready for distribution January 1995. Cost: T.B.A.

ORDERING INFORMATION:
CRF, Director of Civic Participation, Eleanor Kim, 601 S. Kingsley, Los Angeles, CA 90005. Tele: 213/487-5590. Fax: 213/386-0459.

THE GIRAFFE PROJECT

Standing Tall, Grades 6-8
Giraffe Project, Langley, WA
Jean Gaznier

The Giraffe Project is an international organization that people to stick their necks out for the common good by finding real, credible heroes and getting their stories told through national and local media. Standing Tall is a K-12 curriculum, based on these Giraffe stories, that combines character education with service-learning.

OBJECTIVES:
Students will:
- demonstrate communication skills—written, verbal, visual;
- apply study skills—research, library, general organizational;
- demonstrate an awareness of history and current events, leading to participation as a citizen;
- learn leadership skills as they recruit, involve and inspire others in order to achieve their goals, and as they learn to manage both people and projects
- acquire lifelong learning skills.

FRAMEWORK:
Standing Tall was designed to help students build:
courage to take action for the common good;
confidence in their abilities to make change happen, to be of value, and to resist and even reverse negative peer pressure;
an enduring, life-guiding vision of service to the community and responsible citizenship as valued parts of their lives;
caring for other people, and the ability to empathize and understand across barriers of culture and race;
skills in critical thinking, decision-making, leadership and cooperation.

Student involvement in their own service projects not only strengthens the concepts and values being taught; it also helps students see themselves as "learners" outside the classroom, capable of facing new challenges and finding the answers they need, when they need them.

Reflective questions at the end of each section allows students to thoughtfully respond to specific questions related to the preceding lessons. While students are encouraged to answer the questions aloud, responses in their own journals is also suggested.

Standing Tall Teaching Guides:

- are published in four versions, for grade levels K-2, 3-5, 6-9, 10-12, for a cost of $95, plus shipping and handling.
- include lesson plans, student handouts, enrichment ideas and a 25-minute video of Giraffes in action, done by public television;
- use challenging themes, questions, games, and exercises to lead students to reflect on values underlying the lessons and exercises;
- show teachers how to use the program in teaching core curricula and how to fit it into the time constraints of a busy school calendar;
- are especially powerful for at-risk kids, because of its emphasis on role models and the development of personal responsibility and competence;
- involve parents and other community member, an important goal of school reform efforts; and
- are so user-friendly, they can be led by youth activity volunteers in after school clubs, latchkey programs, and other non-classroom settings.

Standing Tall, 6-9 Lessons Include:

Section 1: Defining Giraffes and Giraffe Behavior
Lesson 1: Who are Giraffes?
Lesson 2: Profiles in Caring
Lesson 3: Why the Giraffe Symbol?
Reflection Question and Just For Fun Activity

Section 2: Spotting Giraffes
Lesson 1: Spotting Giraffes Introduction
Lesson 2: Spotting Giraffes in Real Life and in Fiction
Lesson 3: Giraffe Sighting Presentations
Lesson 4: Interviewing Giraffes
Lesson 5: Interviewing Follow-Ups
Lesson 6: Spotting the Giraffe in You, Part 1
Lesson 7: Spotting the Giraffe in You, Part 2
Lesson 8: Spotting the Giraffe in You, Part 3
Reflection Question and Just For Fun Activity

Section 3: Learning to be a Giraffe—Implementing a Service Project
Neckbone 1: Deciding What You Really Care About
Neckbone 2: Developing Vision consultants;
Neckbone 3: Analyzing the Tasks Ahead
Neckbone 4: Understanding and Accepting the Risks
Neckbone 5: Making the Commitment
Neckbone 6: Setting Goals
Neckbone 7: Taking Action
Reflection Question and Just For Fun Activity
Celebrate/ What's Next?
Sample Giraffe Club Commendations

EXEMPLARY PROGRAM:

•Cities In Schools, Cathy Wallach, 821 2nd Ave., The Exchange Bldg, 19th floor, Seattle, WA 98104, 206/461-8313.

ORDERING INFORMATION:
Giraffe Project, Ed. Dept., PO Box 759, Langley, WA 98260. Chris Fitz, Jean Gaznier or Jennifer Sand at 206/221-0757. Fax: 206/221-7817.

LOCAL HEROES

OBJECTIVES:
Beginning with the idea that students should have the opportunity to use the community as a "learning laboratory", the Local Heroes Project is an opportunity for students to identify, interview, and profile the "unsung heroes" in their neighborhood, and learn about the qualities and characteristics of a responsible and participating citizen.

FRAMEWORK:
The manual takes teachers and students through the process of learning about the skills necessary to start and complete a Local Heroes Project. Students learn such skills as searching for nominees, selecting a Local Hero, interviewing skills, writing a Local Hero profile, forward, introduction, and cover design. Reflection is also an important part of the learning. Then students learn about how to distribute the booklets.

EXEMPLARY PROGRAMS:

- **Clarence E. Pickett Middle School, Deven Feldman, Social Studies Teacher, Wayne and Chelten Avenues, Philadelphia, PN 19144. Tele: 215/844-2100.**

- **Strawberry Mansion High School, Mildred Boatright, English Teacher, 32nd St. and Ridge Avenue, Philadelphia, PN 19132-3399. Tele: 215/765-3456.**

MATERIALS:
Local Heroes Teachers Guide, $6.

ORDERING INFORMATION:
Project Service Leadership, 12703 N.W. 20th Ave, Vancouver, WA 98685. Tele: 206/576-5069 Fax: 206/576-5068.

MAGIC ME

MAGIC ME, Baltimore, MD
Kathy Metcalf, Program Director

OBJECTIVES:
MAGIC ME motivates and educates youth by engaging them in service to the elderly, mentally retarded and handicapped. Through weekly community service projects, MAGIC ME provides a vehicle for students to effect a positive change in their lives and the lives of others. Reflection sessions include workshops on life skills, leadership development, health education and career exploration.

EXEMPLARY PROGRAMS:

- **San Joaquin County Probation Department, Diana Fazzio, 575 W. Mathews Rd., French Camp, CA 95231. Tele: 209/468-4064, M-F, 8-5 p.s.t.**

Four schools, primarily urban and rural youth, devote one hour per week to their senior citizen friends. The 6th and 7th grade students are of diverse ethnic backgrounds. Seniors and youth are involved in planned activities together like recreation, crafts, or talking about history. Expanding with their newly received Americorp grant, the schools plans to include 10 Americorp volunteers coordinating approximately 1,000 youth in San Joaquin County.

- **Steven-Dacatur Middle School, Sterling Williams, 8200 Pinewood Drive, Clinton, MD 20735. Tele: 301/544-0926, M-F, 8:30-3:30, e.s.t.**

- **Washington County Alternative School, John Hoover, 1151 S. Platomac St., Hagerstown, MD 21740. Tele: 301/791-4110, or 301/791-4187, M-F, 8-3 e.s.t.**

TRAINING & MATERIALS:
Program Initiation: Staff Training, MAGIC ME Program Manual, Group leader journals, Periodic updates of Program Manual and Discussion Workshops. First Year's Fee: $2,200. Monitoring Program: One site-visit per program, Telephone consultations. Fee: $600.
Student Package: (20 students) MAGIC ME T-shirt, Student journal, Name tag, Button, Certificate of Recognition, and Quarterly newsletter. Fee: $400.
MAGIC ME Annual Dues: Succeeding year curriculum, Program Updates, Group Leader journals, newsletter. Required Annual Renewal Fee: $500.

ORDERING INFORMATION:
MAGIC ME, Program Director, 808 North Charles Street, Baltimore, Maryland 21201. Tele: Kathy Metcalf #410/243-9066, ext 151. Fax: #410/243-9076.

MARYLAND STUDENT SERVICE ALLIANCE

(MSSA), Baltimore, MD
Cathy Brill, Director of Special Education

OBJECTIVES:
The MSSA works to engage all students in Maryland, K-12, in service-learning. The Alliance trains teachers, works with community agencies, writes curricula, and provides technical assistance to teachers, schools, and communities.

FRAMEWORK:
Urban service: A Baltimore City specialist is employed who provides technical assistance to city youth in service;
Δ Special Education: The specialist has created a service-learning guide for teachers of students with disabilities and provides support and assistance;
Δ Youth RISE: A state-wide youth service-learning advocacy board; students educate students, teachers, administrators, and the public about service and serve as consultants;
Δ Fellows: A groups of advanced service-learning teachers who educate other teachers.
Δ Graduate level service-learning seminars: 3 credit courses offered to teachers in conjunction with universities.

EXEMPLARY PROGRAMS:
- **Canton Middle School, Bailey Trueman, 801 S. Highland Ave., Baltimore City, MD 21224. Tele: 410/396-4101.**

School is located in one of the oldest urban neighborhoods in Baltimore. All 780 Students are involved in a service-learning mini-course program, for a three week period, twice per year.
Students choose the service project via a "college style" registration. Their main objective is to have 10 or less students involved in any one activity. All faculty and non-faculty participate in this 3 days a week for 1 hour and 20 minutes. The entire course operates with minimal funding.
Preparation and reflection take place during their advisory period.

- **Southhampton Middle School, Mary Ann Hartshorn & Bill Carpenter, 1200 Moores Mill Rd BelAir, MD 21014. Tele: 410/638-4150.**

Southhampton is a bedroom community for Baltimore, with "rural flavor". Students in grades 6,7, and 8 are involved in service projects. Their daily schedule allows for a small block of time ("integrated period") during

which most teachers choose to pursue service projects. Their projects cultivate beauty on the school grounds with plants and benches; serve by "Adopting-A-Stream"; create projects at the local retirement home; report the location of potholes for the Public Works Dept.; celebrate with "un-birthday parties" at homeless shelters. Planning occurs during school day, and projects sometimes flow into after-school hours.

• North Carroll Middle School, Craig Giles, 2401 Hanover Rd., Ampsted MD 21074. Tele: 410/374-6135
Service-learning projects have been taking place in this suburban community for the last 4-5 years. The entire school is involved in service-learning. Students implement projects in school /Community, and are responsible for their "validation sheet" which indicates their skills, evaluation of the project. Teachers sponsor projects in class: 8th grade carnival to raise money for future projects such as "Save the Whales", SHOUT (Students helping out others and themselves), and Home Ec. projects. "Sensitivity training" is a priority for about 40 eighth graders who are matched with residents at a local nursing home, and at the Senior's Center they youth sponsor a "Back to School Night", "Senior Prom", and "Spring Social". Industrial Arts students construct trails and bluebird houses for school grounds. RIF eighth-graders sold the birdhouses to help youth "at-risk". Every 3 weeks reflection and celebration is a strong component in home room where students reflect in journals, and in groups.

MATERIALS:

Draft Instructional Framework in Service-Learning for Middle Schools, $20
This curriculum guide provides unit plans for service-learning projects in 4 areas: Poverty, Aging, Environment, and Peer Tutoring/Club Projects. Content also includes ideas for reflection, recognition and celebration, and resource materials. Projects are thoughtfully tied into Science, Social Studies, Math, English/L.A., and Vocational Education.

Teacher Training Manual, $10
A practical guide for the educator—gives basics of service-learning and infusion and guidance for challenges such as transportation, funding, press coverage, and liability.

Special Education Service-Learning Guide, $25
This newly revised guide provides adapted service-learning project plans in the areas of aging, poverty, environment, literacy, substance abuse, bias, and the school. It also provides introductory skill activities and guidance on adapting projects and procedures for students with various kinds of disabilities.

The Training Toolbox: A Guide to Service-Learning Training, $35
Containing six different agendas, this manual can be used to train teacher, administrators, parents groups, and community-based organizations to be effective champions of service-learning. Each agenda, from an overview of one and a half-hours to an intensive four-day training, provides all the information necessary to tailor an introduction to service-learning to any size group. These models have been used for in-service credit, special education service-learning inclusion, and large group seminars. Over 120 handouts are included for reproduction. When included with the Teacher Training Manual (red book), the Service-Learning Project Plan (purple book) and "The Courage to Care, the Strength to Serve" teacher training video, the entire package is only $55.

"The Courage to Care, the Strength to Serve" (video), $10
A teacher training video, 15 minutes long. Spells out the basics of preparation, action, and reflection, levels of service, and benefits of service.
Posters, set of 5, $10
Posters feature drawings of service activities with inspirational quotes from Margaret Mead, Martin Luther King, Jr., Walt Whitman, Robert Kennedy, and Winston Churchill.

ORDERING INFORMATION:
Maryland Student Service Alliance, 200 W. Baltimore St., Baltimore, MD 21201.
Tele: #410/767-0358. Fax: #410/333-2379.

NATIONAL CENTER FOR SERVICE-LEARNING IN EARLY ADOLESCENCE

NCSLEA, New York, N.Y.
Rachel Banks, Staff Associate

OBJECTIVES:

The National Center for Service-Learning in Early Adolescence works to make service-learning a possibility for every young person:

Provide support and resources to educators and others interested in starting service-learning programs for early adolescents;

- Δ Collect information on service-learning program models and provides that information to educators, youth-serving agencies and others;
- Δ Develop and publicize standards of quality for service-learning programs;
- Δ Conduct research on service-learning programs and their impact on adolescents;
- Δ Utilize the Early Adolescent Helper Program, an established model, as a testing ground for innovative programming;
- Δ Advocate, with other organizations on a local and national level, for middle school and community-based service programs for young adolescents.
- Δ Develop and distribute a library of guides, videos and training tools to prepare adults for the implementation of programs and to guide students through reflection.

Early Adolescent Helper Program

FRAMEWORK:

The National Center's model for service-learning, enables young people to take on constructive roles in their communities. In the Center's model, service may take a variety of forms from child care to social action, but in every Helper Program young people prepare for and process their work in seminars led by a skilled adult, and is based on curricula developed by the Center.

Training and Reflection: Simulation exercises, role playing, open-ended discussions, writing in journals are some of the activities through which the young Helpers explore the responsibilities of their new roles and the special characteristics of the population with whom they will work.

Coordination: In some school, for example, Helpers meet for training and reflection during their lunch periods. At an increasing number of schools, however, the seminar is a regularly schedules class. This can take form of a "community service class" or can be part of a standard class such as language arts or social studies.

Recruiting: Recruitment and selection of Helpers varies from school to school. Some are chosen in order to motivate them to stay in school, others as recognition for superior performance.

Database: The Helper Program is part of the National Center for Service Learning and Early Adolescence which houses a detailed database of effective service-learning program for early adolescents. Descriptions of service programs for young adolescents are available in the form of full descriptions of single programs or a compilation of abstracts of a number of programs from a particular geographic area or with a specific focus.

EXEMPLARY PROGRAMS:

Louis Armstrong Middle School, Mary Ellen Levin, Principal, 32-02 Junction Blvd., Queens, N.Y. Tele: 718/335-7500.

At Louis Armstrong Middle School in the East Elmhurst section of Queens, students are involved in a variety of service activities; service-learning is regarded by principal and staff as integral to the middle school experience.

Two classes work with young children; one class visits a local day care center, and another class is paired with a nearby elementary school first grade class.
This program has been a tremendous success with special emphasis on student preparation before they spend time at their service sites. According to Ms. Gass, previously "reluctant readers" are building new relationships, developing an increased sense of competence, and discovering their own leadership qualities. The program is a valuable link to the community.

Community Service Academy, I.S. 218 Salome Urena Middle Academies, Ms. Lydia Bassett, Assistant Principal, Fran Sugarman, Community Service Coord.
The Community Service Academy (CSA) integrates community involvement with academic excellence. In a newly developed model of school/community partnerships, each subject teacher works with a small group of students and a community organization to plan and implement a service project. Advisory groups decide on a service project choosing among community organizations that will accept young volunteers.
Service projects cover a wide range of activities form traditional child care Helper activities to specially created projects such as: immigrant rights at the Victim's Service's Agency; health education through the Healthy Heart Program of Washington Heights; community improvement, Neighborhood Action, through the Cornerstone Lutheran Church; and community/ police relationships, Peace Team, with the 34th Precinct and Inwood Preservation Corporation.

The Mott Hall Service-Learning Program, Mott Hall School for the Gifted & Talented, Eileen Simon, Community Service Coordinator.
Every Monday afternoon 100 eighth graders from Mott Hall are released from their classrooms to perform community service in day-care centers, elementary schools, nursing homes, local businesses and health centers. This yearlong program service takes place during the school day. The program works to introduce students to job skills and career exploration. Community personnel conduct most of the workshops, and training sessions involve site personnel, the National Center for Service Learning in Early Adolescence and Street Project, a group of business executives who volunteer in schools. Reflection and Celebration are shared by all.

MATERIALS: (Program Guides)
Learning Helpers: A Guide to Training and Reflection, 70 pp. replaces the School Age and Child Care Helper Guides. It provides reflection and training tools appropriate for young adolescents who serve with children ages 2-10. Following the format of the previous Child Care guides, seminars are structured to provide opportunities for young people to acquire needed skills, to share their experiences and to reflect upon their own growth and learning. An added section looks at career exploration as an optional goal of the Learning Helper model. This comprehensive resource can guide your program throughout an entire year, and includes information for Helpers on how to build their young friend's language and math skills. $50.

The Partners Program: A Guide for Teachers and Program Leaders, 85 pp. + appendices. In contrast to the first guide, which necessarily emphasize the role of the Helper as service provider, Partners focuses on the reciprocal nature of intergenerational activities.
Starting with a rationale for intergenerational programs, this guide outlines seminars for the older adults, to promote their understanding of early adolescence in the 1990's. Some shared seminars for the two age groups, and other with content designed to provide the young people with insights about aging and older adults help to give this program its unique character. Participants are encouraged to adapt or invent projects that will engage the interest and energy of both groups; to assist them, several successful projects that might be replicated or adapted are described. $20.

Reading, Writing and Reviewing: Helpers Promoting Reading, 19 pp. + appendices, describes the implementation of Helpers Promoting Reading, an enrichment component of the Child Care and Latchkey/After School Helper Programs. As Reading Helpers, adolescents read and review books with younger children. The guide includes seminars which train students to choose, critique, and read children's books. Since many exercises are variations on those described in the Child Care and School Age Helper Program Guides, cross-referencing

between the texts is necessary. Appendices include a bibliography of books for young children and guidelines for choosing bias-free story books. $15.

Reflection: The Key to Service-Learning, 29 pp. outlines the ways reflection may be used to transform a community service or volunteer project into a quality service-learning experience. The text includes rationale for developing a reflective component, and sample activities and steps for integrating reflection into a service-learning program. It can be used on its own or as an enrichment to Helper Program Guides. $15.

Students As Evaluators: A Guide to Implementation, 20 pp. + appendices, helps adults to guide students through self-designed evaluations. It includes materials to help your students develop a research design, collect data, tabulate results and make recommendations on any program in which they have participated. In addition, the text provides an overview of the process as well as guidelines for implementation and troubleshooting tips for a mechanism that can become an extraordinary learning experience for educators and youth. $30.

ORDERING INFORMATION:
National Center for Service-Learning in Early Adolescence, Rachel Banks, CASE/CUNY Graduate Center, 25 W. 43rd Street, Suite 612, New York, NY 10036-8099. Tele: #212/642-2946

NATIONAL TEENS, CRIME AND THE COMMUNITY PROGRAM
Teens Crime and the Community

NICEL & NCPC, Washington, D.C.
Erin Donovan, Program Director

OBJECTIVES:
The National Crime Prevention Council and the National Institute for Citizen Education in the Law jointly sponsor the Teens, Crime and the Community program (TCC). TCC combines education and action to reduce the high level of teen victimization and to engage teens as active change agents in making their school and communities safer.

FRAMEWORK:
Students utilize the T.C.C. curriculum to learn crime prevention for themselves and then apply this knowledge in the form of a service project. A typical T.C.C. program for a district would include:
6 middle schools; in each school two eighth grade classes of 30 students each take part:
Textbooks (360 copies @ $12 per text) $4,320,
Implementation Guide (1 per school) $239.70,
Action Projects (12 classes @ $75) $900,
Training for teachers, youth and others (25-30 people, 1 day) $1,000,
Students Achievement/ Participation Certificates, $180. 6,630.70 per district, $1,106.95 per school, $18.44 per student. Students can share texts (in this case half the costs).

Single school teams may be trained: One teacher, police officer, and community representative. The cost for each classroom is (25 copies @ $12 per text) $300; teacher's guide is free w/ 25 copies. Implementation Guide is $39.95. Action projects, $75. One day of training for teachers, youth and others is approx. $150, and student achievement certificates are $15. Total cost is approx. $600.00 for one classroom.

Six national evaluations have show T.C.C. students to be more likely than their counterparts to reduce their own delinquency and their association with delinquent people. Proper implementation involves the use of the curriculum service-learning projects and community volunteers.

EXEMPLARY PROGRAMS:
- **Morningside Middle School, Michael Hepner & Peggy Collins, Asst. Principal, 1999 Singley Lane, North Charleston, SC 29405. Tele: 803/745-7122. Fax: 803/745-7191.**

A Carnegie Grant recipient, Morningside implements TCC, has built a greenhouse, and hire a Horticulturist who has taught the students about the plants they have grown for the community, and housing projects. 871 students are in this urban middle school: 65% black, 35% white. Serve 2 housing projects, Navy base, Air Force base, 2 emergency shelters, and 2 children's homes. This past year, 6th graders landscaped the front building; 7th and 8th graders chose to paint the halls school building on weekends working alongside the North Charleston police department. The 2 officers teach the T.C.C. curriculum to 5 classes each and have been collaborating with Morningside to implement T.C.C. since last August. Because of the close proximity of the officers, and the administration's pro-active approach, the number of expulsions has reduced by 50%.

- **Temple University, Philadelphia Public Schools TCC Program, David Trevaskis, Director, Temple-LEAP, 1719 N. Broad St., Philadelphia, PA 19122. Tele: 215/204-7000.**

TCC in Philadelphia started with the premise that the best way to get students actively involved in crime prevention was to enlist the efforts of established teen leaders. Individual school projects have included day- and week-long antidrug presentations, graffiti "whiteouts", mock trials, rap concerts, public service announcements, field trips to court and prison, cross-age teaching of TCC principles, mediation workshops and mentorship programs. For the past two years, conflict resolution and violence prevention has been the focus of the Philly TCC. Teen leaders have been learning the intricacies of mediation and other means of conflict resolution. They have explored, (and many have experienced firsthand), how unresolved and lingering conflict frequently interferes with productivity and the quality of life in schools, neighborhoods, and communities. Students examine violence, including bias-related violence, and disciplinary problems in schools around the country, particularly in city schools, severely interferes with the learning environment of students.

- **Sigourney Jr./Sr. High School, Dan Philips, Teacher, RR #2, Sigourney, IA 52591. Tele: 515/622-2010.**

This rural program is offered at the senior high level as part of sociology class elective. Students who study sociology focus on a social problem: Crime. Service-learning projects are student-initiated, and reflection is a key component. The program involves 20-24 students each year. The youth assist in writing curricula for service-learning, and they explore career options by working in the County Clerk's Office to do a content-analysis of crime each year. Successful in working collaboratively with Lions, Kiwanis, and Rotary clubs.

MATERIALS:

Teens, Crime, and the Community. Student (M7B, $13.50), Teacher's Guide (M7C, $18)
Junior and senior high school curriculum inspires students to take active roles in crime prevention. Addresses teen victimization, victim assistance, violence, the criminal justice system, property crime and vandalism, child abuse, date rape, and other issues.

T.C.C. Implementation Guide. $39.95
The guide provides a framework for schools, who are unable to receive on-site training, to implement the program.

YOUTH AS RESOURCES

YAR, Washington, D.C.

OBJECTIVE:

Youth As Resources (YAR) is based on the belief that if young people know they can contribute to the solution of local problems, they will be eager to get involved in their communities. Through YAR, young people make the community a better place, gain the self-esteem that comes from helping others and learn new skills in the process.

FRAMEWORK:

Youth As Resources is a locally-based program that provides small grants to young people to design and carry out projects to meet community needs they have identified. With support and funding form local businesses,

foundations, and social service agencies, a local board of youth and adults solicits, reviews and funds proposals written by young people (with guidance).

Involvement:

Δ Participants' ages range from 5-21 years old; ΔPeople from diverse social and ethnic backgrounds;
Δ They live in the inner city public housing, small towns, farms or in group homes and correctional facilities;
Δ All are involved in addressing issues that concern them --from prevention of child abuse to curbing illicit drug use—to making their community a better place, for others and for themselves.

Benefits to:

Δ Kids at an abused women's shelter benefit from outings sponsored by local Girl Scouts.
Δ Seniors benefit from home maintenance and repairs provided by adjudicated young people.
Δ Students whose first language is not English benefit from tutoring by middle schoolers.
Δ The general public now enjoys a fitness trail created by alternative school students.

Adults

YAR has transformed the way scores of adults view young people. Instead of seeing youth as a problem, adults now see that youth can initiate worthwhile projects, secure funding, and accomplish positive things needed in the community.

Young People Themselves

According to the young people who have participated in YAR, the experience helped them develop a variety of important new skills. Working successfully with all kinds of people, managing money, adhering to a schedule, and finding resources are just a few of the skills young people gain. Many
project participants have continued their service by joining local community and YAR boards.

EXEMPLARY PROGRAMS:

YAR, United Way of Central Indiana, Inc. 3901 N. Meridian St. St.. 304, Indianapolis, IN 46208-0409. Tele: 317/920-2560. Fax: 921-1355.

Middle school students of Indianapolis provided one-on-one tutoring to 21 classmates for whom English is a second language (11 spoke no English), and introduced foreign students to American culture with field trips and ordinary American teen activities. The project was sponsored by Northview Middle School. The cost for six months was $1,745.

Phyllis Kincaid, Youth As Resources of Southwestern Indiana, 216 SE Third St., Second Floor, Evansville, In 47713. Tele: #812/421-0300, Fax: #422-9143.

60 middle-grade students divided into four teams of puppeteers to perform shows that delivered a drug-free message and taught "refusal skills." The youth group, called Teens Against Drugs /Alcohol ("TADA"), raised funds, planned their individual programs, devleoped a show, emceed programs and interacted with audiences after performances. The cost of this project was $3,500.

MATERIALS:

Youth As Resources: An Introduction

Includes the YAR fact sheet, latest copy of YAR newsletter "OUTLOOK", journal articles, and an NCPC catalogue. Packaged in a YAR pocket folder. (F92, No charge)

OUTLOOK: The Youth As Resources Newsletter

Spreads the word about YAR and other programs and youth issues. Program updates, events, interviews, policy analyses and funding information-a valuable resource. (F91, No charge)

Changing Perspectives; Youth As Resources

Explains the YAR concept, its applications to youth service programs and lessons learned in the original three-city demonstration. (M16A, $16.95, paperbound, 85 pages)

Youth As Resources: The Power Within
Compelling 15-minute video shows how youth, adults, and the community benefit from YAR. Features board member, project volunteer and service recipient interviews. (V5A, $19.95)

Changing Our Course: Youth As Resources Program Guide
Practical, hands-on guide for implementing YAR. Covers all the basics — board composition and recruitment, building a funding base, cultivating community support, screening and selecting grantees, project ideas, training, monitoring and evaluation, resources and more. (M25, $24.95)

Reaching Out: School-based Programs for Community Service
Details how to design and start a school-based program, profiles two dozen successful programs and provides reproducible worksheets/training aids. (M8A, $14.95, paperbound, 84 pages)

Teen Power; Don't Fight Drugs Without It!
Find out how teens can lead efforts to prevent drug abuse. Includes profiles of 25 programs, extensive resource list. (M17A, $14.95, paperbound, 116 pages)

Given the Opportunity: How Three Communities Engages Teens as Resources in Drug Abuse Prevention
Focuses on how New York City, Evansville (IN), and communities in South Carolina gave teens the opportunity to address drug prevention. Describes community supports, projects undertaken, results achieved, and lessons learned. (M22, $6.95, paperbound, 56 pages)

ORDERING INFORMATION:
National Crime Prevention Council, Youth As Resources, 1700 K Street, NW, Second Floor, Washington, DC 20006-3817. Tele: 202/466-6272, Fax: 202/296-1356.

NATIONAL YOUTH LEADERSHIP COUNCIL, (NYLC)

NYLC, Roseville, MN

Based in Minnesota, and funded by the W.K. Kellogg Foundation, the Dewitt Wallace-Reader's Digest Fund and the Corporation for National Service, NYLC provides local, regional and national staff development to educators, youth professionals and all those interested in youth service. NYLC produces curricula and materials for K-12 educators and practitioners of service-learning; coordinates the National Service-Learning Cooperative, K-12 Service-Learning Clearinghouse; oversees the Generator School Project for grades K-8, assists in building National Service-Learning Clearinghouse (NSLC) database that is accessible through Internet which contains K-12 program models/profiles, a Consultants Network of educators who are available by phone or visit.

The mission of NYLC is to develop service-oriented leaders who, as young people and throughout their lives, contribute positively to their communities, country and world.

NATIONAL SERVICE-LEARNING COOPERATIVE PARTNERS: REGIONAL TECHNICAL ASSISTANCE CENTERS:
Offer local, regional staff development to educators, youth professionals, and all those interested in youth service. One-, Two-, and Three-Day Training Institutes are tailored to meet the specific needs of your students, schools, and regions. These centers maintain resource libraries with program and assessment models, curricula, and literature on service-learning theory and practice.

Regional Centers:

- Community Service Learning Center, Carol Kinsley, 258 Washington Blvd., Springfield, MA 01108. Tele: 413/734-6857. Fax:413/747-5368.

- National Dropout Prevention Center, Marty Duckenfield, 205 Martin St., box 345111, Clemson, SC 29634-5111. Tele: 803/ 656-2599. Fax: 803/656-0136.
- National Indian Youth Leadership Project, MacClellan Hall, 650 Vandenbosch Parkway, Gallup, NM 87301. Tele: 505/722-9176. Fax: 505/722-9794.
- National Service-Learning Clearinghouse, Gary Leske, R290 VoTech Bldg., 1954 Buford Ave. St. Paul, MN 55108-6197. Tele: 612/631-3672. Fax: 612/631-2955. Database of resource people/ programs are available by Internet e-mail, address: serve@maroon.tc.umn.edu
- National Youth Leadership Council, Joel Longie, 1910 W. County Rd. B, Roseville, MN 55113. Tele: 612/ 631-3672. Fax: 612/631-2955. (offers national training, as well)
- Pennsylvania Institute for Environmental & Community Service-Learning, Barbara Knecht, Henry Ave. and Schoolhouse Lane, Philadelphia, PA 19144. Tele: 215/951-0343. Fax: 215/ 951-0345.
- Project Service Leadership, Kate McPherson, 12703 NW 20th Ave., Vancouver, WA 98685. Tele: 206/576-5070. Fax: 206/576-5068.
- Michigan K-12 Service-Learning Center, Michigan State University, Stella Raudenbusch, 31 Kellogg Center, East Lansing, MI 48824-1022. Tele: 517/353-9393. Fax 517/336-1492.
- Constitutional Rights Foundation, Ingrid Sausjord, 601 South Kingsley Drive, Los Angeles, CA 90005. Tele: 213/487-5590. Fax: 413/747-5368.
- Arkansas Dept of Education, Carolyn Elliot, 4 State Capitol Mall, Room 405B, Little Rock, AR 72201. Tele: 501/682-4399. Fax: 501/692-4618.
- East Bay Conservation Corp, Joanna Lennon, 1021 Third St., Oakland, CA 94607. Tele: 510/891-3900. Fax: 510/272-9001.
- Close Up Fondation, Donna Power, 44 Canal Center Plaza, Alexandria, VA 22314. Tele: 1-800/336-5479 x640, Fax: 703/706-0001.

Fees depend on the type of training involved. For a current listing of summer institutes or trainings offered in your area, contact your regional NSLC Partner or call: 1-800-808-SERVE.

GENERATOR SCHOOL PROJECT:

Generator Schools are schools that demonstrate a commitment to service-learning by: institutionalizing service as an interdisciplinary approach to learning;

Δ building on existing connections to their local community, and

Δ connecting the teachers/staff to curricula, assessment models and technical assistance to support their initiative to make service-learning their teaching method.

Throughout the country, the NYLC Generator Project supports a national network of 38 K-8 schools that are models in service-learning and receive planning/implementation grants for up to three years. This project is made possible by the Dewitt-Wallace Readers Digest Fund and the W.K. Kellogg Foundation, and the Corporation for National Service.

NYLC PUBLICATIONS:

Learning By Giving, K-8 Curriculum Guide. Structured as a student-driven framework for developing curriculum-based service-learning activities. Includes an overview of service-learning basics and initiative games. Through environmental, intergenerational and multi-cultural service activities, identifies potential personal and academic outcomes.

Table of Contents includes:

Part 1 Service-learning-What is it? Why teach this way?

Part 2- The Nuts and Bolts of service-learning-Planning and Preparation, Thematic Units, Reflection, Assessment, Initiative Games, Handouts and Forms.

Part 3 Samples of Instruction-Grades K-2, 3-5, 6-8.

Part 4 Resources-Organizations and Materials. 260 pages; 3-ring binder (1993) $45.

"Profiles in Service: A Handbook of Service Learning Program Design Models", Brenda Urke and Madeleine Wegner. Case studies of five successful service-learning programs profile the background, mission and goals, funding sources, curriculum strategies, replication, academic and community outcomes, evaluation information. Supporting materials are included for each program. 85 pages; 3-ring hole-punched. (1993) $25.

Growing Hope: A source book on Integrating Youth Service into the School Curriculum, Rich Willits Cairn and Jim Kielsmeier, Eds. For educators beginning or expanding curriculum-based youth service programs. Offers background, definitions, rationale, nuts and bolts implementation, help, sample program materials, forms, and resource materials. Features over 70 photos and graphs, topical indexes, cross references, and names and addresses of contacts. 260 pages; paperback. (1993) $29.

The Generator: National Journal of Service-Learning and Youth Leadership, editor, Madeleine Wegner. The Primary benefit of NYLC membership (Call 612/631-3672 for details). Semiannual publication written by service-learning practitioners and devoted to covering the latest project ideas, curricula, policy decisions and research in the field. 24-18 pages; magazine format. $35. (Some back issues available for $20).

Collaborators: Schools and Communities Working Together for Youth Service, Rich Willits Cairn and Sue Cairn, Eds. A "how-to" guide for building effective relationships between educators and community agencies. (1991) $7.50.

NSLI PUBLICATIONS:
These publications were developed by the National Service-Learning Initiative (NSLI), a collaborative project involving NYLC and regional centers in Michigan, Minnesota, New Mexico, Pennsylvania and Washington. Supported by the W.K. Kellogg Foundation, regional centers provide training, curricular materials, and model programs. Contact NYLC for more information.

Enriching Learning Through Service, Kate McPherson. A practical guide for teachers infusing service into their curriculum throughout all grade levels. 62 pages. (1989) $12.

Developing Caring Children, Kate McPherson. A parents' guide for fostering an ethic of service in children. Includes family projects and youth activities. 16 pages. (1989) $5.50.

Learning Through Service, Kate McPherson. A practical approach to facilitating reflection on service experiences. 24 pages. (1989) $6.50.

"Something Shining, Like Gold — But Better: The National Indian Youth Leadership Model: A Manual for Program Leaders", MacClellan Hall. A manual for NIYLP's nationally successful, intensive leadership program for Indian youth. Explores ways traditional models of Native American leadership can be used to create the "best of both worlds" for youth. 68 pages. (1991) $12.50.

Route to Reform: Service-Learning K-8 Curriculum Ideas, by National Youth Leadership Council. Written by teachers from the Generator School Project, Route to Reform... is meant as an idea book—not an exhaustive curriculum. Drawing on the strengths of both academic year and summer school program, it provides year-round ideas and sense of their adaptability across settings, seasons and timelines. The accompanying video also provides testimony to the effectiveness of service-learning.

Table of Contents Includes Listing of Projects by Theme:

Description of WALKABOUT Summer School Projects.
Citizenship: Neighborhood Safety, 'Peace Walk', Neighborhood Cultural Diversity.
Environmental Protection/ Restoration: Fund-raising for Endangered Animals, Solid Waste Camp.
Health: Special Needs Students & Personal Safety, Home Alone Safety, Nursing Home Residents, Students with Disabilities Find Common Interests.

Hunger/ Homelessness: Lessons about Nutrition Lead to Local Food Drive, Third graders Plan Neighborhood Food Drive.
Intergenerational: Students Survey Seniors, Produce Safety Pamphlet for Elderly.127 pp. (1994) $15.
The book and video are $25 as a set.

"Route to Reform: Service-Learning and School Improvement" (video),
This national video takes a close look at three exemplary school programs, (two of which are Generator schools), and illustrates the answers to questions such as: How can service experiences effectively integrate into curriculum? What is required of teachers, students and administrators? What are the challenges? What benefits can occur for students and communities when service and learning become one?
This video was made possible by the Corporation for National Service through lead state monies granted to the Minnesota Department of Education.

OTHER RESOURCES:
Youth Service: A Guidebook for Developing and Operating Effective Programs, Dan Conrad and Diane Hedin. Step-by-step advice on how to set up a school-based service program. 72 pages.
(1987) $12.50.

"Standard of Quality for School-based Service-Learning", The Alliance for Service-Learning and Education Reform (ASLER). 18 pages. (1993) $3 (cost of copying & postage).

"Facts and Faith: A Status Report on Youth Service", Anne Lewis. National survey of school, college, full- and part-time youth service programs. 42 pages. (1988) $5.

"A Special Section on Youth Service" from June, 1991, Phi Delta Kappan. Joe Nathan and Jim Kielsmeier, Eds. Recent articles from national leaders in the field. 34 pages. (1991) $3.

ORDERING INFORMATION:
NYLC, 1910 W. County Rd. B, St. Paul, MN 55113. Tele: #612/ 631-3672 or #800/366-6952.

QUEST INTERNATIONAL
Skills for Adolescence
Quest International, Granville, OH
Susan Keister

OBJECTIVES:
Lions-Quest Skills for Adolescence (6-8) curriculum specifically teaches, reinforces, and enriches critical assets of young people's lives through five main components:

- Comprehensive classroom curriculum focusing on life skills, active citizenship, and service to others;
- Positive school climate;
- Parent participation;
- Community involvement;
- Training and follow-up support

FRAMEWORK:
Curriculum consists of 8 units and 103 skill-building sessions is adaptable to a 9-week, 12-week, one semester, full-year, or two- and three-year models.
Content includes skills in self-discipline, responsibility, communication, assertiveness, goal setting, problem-solving, conflict resolution, emotional management, critical thinking, refusing drugs, and providing service to others.

Service-learning experiences are an integral part of the curriculum and an entire chapter is dedicated to teaching about service and launching both the short- and long-term projects that are implemented throughout the units of the program.

Classroom curriculum comes with a student book, Changes and Challenges, and offers supplementary materials, such as instructional posters, inspirational quote cards, videos, cooperative activities book, and other products.

TRAINING & MATERIALS:

Included : Student Activities Book, $4.85 each; Student Text, Changes, $6.85, Parent Book, The Surprising Years, $6.85 each; Parent Meetings Guide, Supporting Young Adolescents, $15.00 each. (Cost is for a quantity of 1-30 students)

Training is available at a first-time cost of $975 for one person, ($375 for ea. additional person).
Each person receives a Workshop Guidebook; A Curriculum Set of 30 for Students and Parents; and the following books: 1 ***Supporting Young Adolescents, A Guide to Leading Parent Meetings;*** 1 Student book — ***Changes and Challenges;*** 1 Parent book — ***The Surprising Years, Understanding Your Changing Adolescent.***

EXEMPLARY PROGRAMS:

- **George Middle School, Leslie Langan, 10000 N. Burr, Portland, OR 97203. #(503) 280-6262.**

This school has 600 students divided into SFA groups who meet for 25 minutes daily and remain the same teacher for three years. The weekly schedule involves two days of SFA, one day of activity rotation, one day of individual conferences, and one day of service.

- **Lincoln Middle School, Deana Walker, 222 North 2nd, Albia, IA 52531. #(515) 932-2116.**

Lincoln incorporates service-learning projects into their school climate event and their required curriculum. Each SFA class completes one main project each semester and may volunteer for additional projects if time permits. Deana suggests that success with service projects depends on strong organization, cooperation, support and involvement from staff, planning activities in which all students can participate, electing a class chairman, and selecting projects with attainable goals.

- **Castle Park Middle School, Gladys Thompson, 160 Quintard St., Chula Vista, CA 91911-4499. #(619) 691-5490.**

A collaborative service-learning venture takes place in one seventh grade classroom. Short-term projects that are achievable are encouraged with the help of parents and community members. These students are making a positive difference in their lives, and the school/community.

ORDERING INFORMATION:

Quest International, Susan Keister, 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566;
Tele: 800/446-2700, Fax: 614/522-6580.

UNITED WAY OF AMERICA

United Way of America, Alexandria, VA
Tonya Thomas, Manager

OBJECTIVES:

United Way of America provides a variety of materials to help initiate or refine youth involvement programs through an automated data bank, videotape clips, ideas from already successful programs and We Are Resourceful!, a "how-to" kit that gives students step-by-step ways to Volunteer, Distribute Money, and Create School Programs, ($11.50 per kit). We Are Resourceful! also provides: Workshops, blank surveys, examples and stories about other young people who already have made a difference in their communities, and a resource list of more than 20 national and local agencies for more information and ideas.

FRAMEWORK:
To meet these objectives, the manual provides sections on the in America and community service in the schools, as well as the tools for carrying them out:

- **We Are Resourceful!** A Community Problem-Solving Resource Kit For Young People gives eight steps to changing things for the better. Table of Contents Includes:

Δ Step One - Know Yourself—The Dream Begins With You: Value, Dream, Mobilize.
Δ Step Two - Build A Team—Turn Me Into We: Recruit, Communicate, Celebrate, Match, Partner, Collaborate.
Δ Step Three - Research - The Good, the Bad and What to Do About It: Think, Walk, Talk, Interview, Survey, Review, Compare.
Δ Step Four - Design Your Strategy and Create an Action Plan - A Recipe for Change: Set Goals, Generate Ideas, Form Committees/Teams, Find Support, Create Publicity, Evaluate, Thank.
Δ Step Five - Raise Funds - Make Change: Conduct Campaigns, Hold Special Events, Write Proposals.
Δ Step Six - Take Action! - Just Do It! Volunteer, Distribute Money, Create School Programs.
Δ Step Seven - Evaluate Your Accomplishments - Why Evaluate? Why Measure? Review the Process, Measure the Impact, Count the Efforts.
Δ Step Eight - Tell the World About the Good You've Done - Have We Got a Story For You! Excite and Write, Tell and Sell.

EXEMPLARY PROGRAMS:

- **Young Kalamazoo Cares! YOUTH UNITED WAY, Ann Marston, #616/343-2524.** Kalamazoo, Michigan's Youth United Way mirrors that of the adult United Way. The young people that evaluate commu nity needs, organize fund-raising events, recruit and place youth volunteers, and plan service and allocate funds based on the needs identified. They identified substance abuse, drunk driving, and child abuse as the most pressing issues, then allocated $10,000 to six agencies.

- **Young Houston Cares! KID'S WAY, Laura Maczka, #713/685-2300.**
Kid's Way in Houston Texas involves a diversified group of youth volunteers that operates a fund-raising campaign called a "Quarters Worth of Caring", targeting 700 public and private schools. Kid's Way raised $64,000 from student efforts, and donated the monies to agencies.

- **Young Columbia Cares! YOUTH LEADERSHIP COMMITTEE, Julie Cofer, #803/733-5400.**

A diverse representation of adults from Columbia, South Carolina sponsored a retreat to develop a program after recognizing that they were "losing" an entire generation of young people to drugs and violence. Young people from a housing project are involved in mentoring youth as well as adults. The program won several national awards for its ability to involve those children deemed by our society to be "at-risk."

ORDERING INFORMATION:
United Way of America, Tonya Thomas, 701 North Fairfax St., Alexandria, VA 22314-2045. Tele: #703/836-7112 ext. 548 & 549.

VOLUNTEER YOUTH TRAINING AND LEADERSHIP

VYTAL is affiliated with the United Way & Camp Fire, Pittsburg, PN
Laura Tiedge, Executive Director

OBJECTIVES:
VYTAL's objectives, achieved with a school-based strategy, are to 1) encourage schools to instill in youth the knowledge, skills and values essential to community service; 2) help youth learn how to support voluntary

agencies by volunteering for service delivery, planning, policy making or fund-raising, and 3) to augment the human resources and leadership development of nonprofit agencies and organizations through the creation of a student volunteer corps.

FRAMEWORK:
The manual provides sections on the history of volunteerism in America and community service in the schools, as well as the tools for carrying out these objectives:

Curriculum enrichments - exercises (for adaptation within various disciplines) which examine volunteerism and encourage voluntary action.

Community service - examples of out-of-classroom activities and guidelines for developing VYTAL Force Clubs, service projects and exercises to develop leadership skills.

Leadership development - self-initiated community service projects and exercises to develop leadership skills.

TRAINING & MATERIALS:
Currently, VYTAL's services are offered at the local and national level. These services are provided to government and private not-for-profit agencies, school districts (K-12), universities, and other organizations attempting to infuse service-learning into their core practices.

The VYTAL Manual, a product of the Greater Pittsburgh Camp Fire Council, was designed for use by educators and others who are beginning or continuing community service work in schools. It's a guide packed with activities which help students identify community needs and understand the private sector of the community. The VYTAL manual is $30; One Hour Workshop, $100.

ORDERING INFORMATION:
VYTAL, c/o Greater Pittsburgh Camp Fire Council, Laura Tiedge, 730 River Ave., Suite 531, Pittsburgh, PA 15212. Tele: #412/231-6004.

VALUED YOUTH

The Coca-Cola Valued Youth Program, San Antonio, TX
Linda Cantu

OBJECTIVES:
The Coca-Cola Valued Youth Program is a cross-aged tutoring program that creates success in the lives of youth who are at-risk of dropping out of school. The program turns perceived liabilities into strengths, remediation into acceleration, and students" at-risk" into valued youth.

FRAMEWORK:
The key to the program's success is valuing students at risk of dropping out of school, and sustaining their efforts with effective, coordinated strategies. The program is flexible - readily adaptable to individual schools, but careful design and assessment have shown that certain elements are critical. To help school make the shift to the philosophy and practices of valuing
"at -risk" students, the program is offered with a full range of training, technical assistance, evaluation, and supporting materials.

EXEMPLARY PROGRAMS:

- **John Adams Middle School, Mrs. Carol Santiago, 2425 16th St., Santa Monica, CA 90404. #310/452-2326 Fax: 310/452-5352. (urban)**

This program involves twenty-five 8th grade students who tutor K-4th graders:

- Mon-Thurs. for 47 min. periods; the same 3 students the entire year, 1:3 ratio;
- Reciprocal benefits; 8th graders sense of value, and attendance has improved as well.

- Friday is for reflection, basic skills: writing, studying, teaching, and management techniques, guest speakers/ role models from community who have overcome adversities.
- Teachers plan, and coordinate with parents, and all youth celebrate at the end of the year

- **M.S. 115, Jeff Foreman, 120 East 184th St., Bronx, N.Y. 10463. #718/584-0350.**

Sixty 7th and 8th graders (including E.S.L. and Special Education students) participate in cross-aged tutoring within walking distance of this urban school. Fridays' reflection session addresses topics like motivation, payroll, self-esteem, "tips for tutors"; barriers & successes.

- **Southwest ISD Enrichment Center, Jim Shelton, 11914 Dragon Lane, San Antonio, TX 78252. #210/ 622-3446.**

Twenty-five 7th and 8th grade students in this "at-risk" school are hired to tutor elementary students, 1:3 ratio. Students go through the process of application through school district for the highly competitive job as "tutor". A reflection component is held every Friday.

TRAINING & MATERIALS:

The following provides a general cost breakdown for program implementation: Tutor Stipends, 25 tutors x 4.25 x 120 hrs. = $12,750. Substitute Pay, Release time for 3 Implementation Mtgs. (variable). FieldTrips, Transportation & Admittance Fees for Tutors & Chairpersons, (variable). Recognition Event (variable).

- Training & Technical Asst., 10 days @ $500/day, plus transport.=$5,000. Evaluation, $3,000-$5,000. Implementation Guides, $300. Elementary Receiving

- Teacher Guides, 25 booklets @ $15.95 ea.= $400. Tutor Workbook, 25 books @ $4.95 ea.=125. Total = $25,000, plus transportation and per diem.

ORDERING INFORMATION:

Coca-Cola Valued Youth Program, Linda Cantu, 5835 Callaghan, Suite 350, San Antonio, TX 78228-1190. Tele: #512/684-8180, Fax 512/684-5389.